

PRONUNCIATION ERRORS IN EGYPTIANS' ENGLISH

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Abstract:

One of the most difficult tasks to master among EFL learners is pronunciation. Therefore, this study highlights the difficulties of English pronunciation among Egyptian people. The objective of this study was to identify the specific sounds that are commonly mispronounced by Egyptian people in English words, and to find out the strategies that might help Egyptian people to improve their pronunciation. A qualitative case study is used in this research, where video samples were used in order to select information rich cases. Observing Egyptian's people through selected videos from YouTube was the way of collecting the sample. The researcher watched the five short videos in order to find the pronunciation problems of Egyptian people. The findings of this study showed that the samples had difficulties to pronounce some consonant and vowel sounds. The study also provided some useful strategies to avoid English pronunciation problems. Such study will help the researchers as well as teachers to know the problems faced by EFL learners in pronunciation and try to overcome such difficulties.

Keywords: *Pronunciation, RP consonant, RP vowel, Egyptian people, pronunciation errors.*

1. Introduction

Different languages are varied in numerous manners such as their phonological system. Both Arabic and English languages are different in some positions like using sounds, and emphasis placed on both consonants and vowels sounds. Moreover, English pronunciation varies from one person to another or from one group to another. Therefore, it has been considered as a difficult skill to master (Aliaga García, 2007, 2016; Gilakjani, 2016). Pronunciation is also a crucial skill and is considered at the heart of acquiring oral communication, which makes it the foundation of spoken language (Julia, 2002; Fraser, 2000). Thus, speakers who have a good pronunciation tend to learn better than those who have bad pronunciation in case of language learning.

Learners should be able to have an understanding based on the knowledge of English pronunciation in order to speak without having any fear. Good pronunciation commands leads to respect and boldness while bad pronunciation leads to disgrace (Gilakjani, 2012). A good pronunciation for English learners will create a good bond between the speakers and the listeners, which would improve communication and make it better (Al- Dilaimy, 2012). ESL/EFL always attempt to speak English in the same manner as native speakers do. The majority of them believe that they act like native speakers, but the truth is that they fall into many mistakes, such as phonological, lexical, and spelling mistakes, as well as in the way of producing sounds, rhythm, and intonation. Moreover, little attention has been given to teachers' skills in teaching pronunciation in the Arab world, which was not considered as an important skill to teach such as reading and writing (Mehawesh & Huwari, 2015).

This issue has been discussed by different researchers (Kharma & Hajjaj, 1989; Rababah, 2003; Al-Fakhri, 2003; and Shaker, 2004), who argued about the need for improving teaching English pronunciation in classrooms. Al-Fakhri (2003) and Shaker (2004), for example, found that communication of Arab students is strongly related to their level of pronunciation. Zughoul (1977) also argued that the

phonological aspects of language, such as the suprasegmental features, are neglected by EFL teachers, which affect the teaching process. Moreover, Fraser (1999) argued that teaching pronunciation is not an easy task for both teachers and learners. He also argued in a later article (2000) that the component of pronunciation skill create challenges for educators and students because they are more related to knowing the way English sounds work. He also added that such difficulty stems from the cognitive aspect rather than the physical process of articulation; it is more related to the learner's cognition of words more than just learning how to pronounce them. Many scholars (Cook, 1996; Gialakjani, 2016) define pronunciation as the method producing of English sound to create meaning. It also refers to both segmental aspects, which focus on how to produce the sounds, and suprasegmental aspects, which focus on aspects of speech such as stress, intonation, phrasing, timing, rhythm.

2. Received Pronunciation (RP)

Received Pronunciation (RP) is "a way of pronouncing British English that is often used as a standard in the teaching of English as a foreign language" (O'connor, 1980; p.6). Therefore, RP is the accent of Standard English in the United Kingdom. Oxford English dictionary defines RP as "the standard accent of English as spoken in the south of England".

2.1. English RP Consonant

RP divides English consonants into six categories that according to their manner of articulation: plosive, fricatives, affricates, nasal, lateral, and Approximants. On the other hand, Ababneh, (2018) stated that Arabic has twenty-eight consonants. Table 1 shows the consonant sounds based on RP (Roach, 2003).

Table 1: RP Consonants

	Manner of articulation	RP sounds
1-	Plosive/stops	/p, t, k, b, d, g /.
2-	Fricative	/f, v, s, z, θ, d, ʒ, ʒ, h/.
3-	Affricates	/tʃ, dʒ/
4-	Nasal	/m, n, ŋ /.
5-	Lateral	/l/
6-	Approximants	/w, r, j /.

2.2 English RP Vowels

Taqi, Algharabally & Akbar (2018) argued that RP has 20 vowels symbols while Arabic language has 6 vowel symbols only. The huge differences between these two languages create difficulties for Arabic learners when pronouncing English sounds. One of the main reasons behind this difficulty is the fact that Arabic language has only three vowels (i, a and u), while English has five vowels (a, e, i, o and u). RP vowels are divided into four different categories; short vowels (7 sounds), long vowels (5 sounds), diphthongs which mean the combination of two sounds (8 sounds), and triphthong sounds which mean the glide from one vowel, to another, and then to another (5 sounds) (Roach, 2003). However, Ababneh, (2018) claimed that English has 24 consonant and 20 vowels, while they use 26 letters which represent English phonemes. Table 2 shows the RP vowels

Table 2 English RP vowels

	Vowels	Sounds	Examples
1-	Short vowels	[ɪ] [e] [æ] [ʌ] [ɒ] [ʊ] [ə]	“bit”, “bet”, “bat”, “but”, “not” “put” “about”
2-	Long vowels	[i:] [ɜ:] [ɑ:] [ɔ:] [u:]	“squeeze”, “bird”, “palm”, “cord” “tool”.
3-	Diphthong	[ɪ ə] [eə] [ʊ ə] [e ɪ] [aɪ] [ɔɪ] [ə ʊ] [aʊ]	“cheer”, “care” “cure”, [ju:] “came”, “find”, “oil”, “home” “how”.
4-	Triphthong	[eɪ ə] [a ɪ ə] [ɔɪ ə] [ə ʊ ə] [aʊ ə]	“player”, “five”, “lawyer”, “grower” “towel”.

3. Problem Statement

Pronunciation is a serious problem for EFL Arabic learners, which affect their ability to produce English sounds correctly (Rabab'ah, 2003; Shaker, 2004). Abdulwahab, (2015) argues that Arab speakers of English face such problems because of the differences in the sound system between English and Arabic languages such as number, place, and manner of articulation. For example, Egyptian speakers find some difficulties in producing these two sounds /dʒ/ and /θ/, and replace them by /ʒ/ such as in "Job" and "Jam" would respectively sound like /ʒab/ and /ʒæm/.

Sounds like /ð/ is mostly replaced by a plosive /d/ sound, such as in the words "their" and "then", which are produced as "dare" and "den" (Barros, 2003). Other examples include the sounds /p/, /v/, which are pronounced as /b/, /f/. These examples and other are also cited in Barros (2003) in her Egyptian samples.

From the above mentioned examples, we notice that Arab learners of English language share some difficulties in producing some sounds that are not apparent or visible amongst other Arab nations. Egyptian speakers seem to have weak pronunciation in English, because they the interference of their dialect in the process of teaching English language. Based on the observation and some videos, which were done by the researcher, Egyptian people still have bad pronunciation. Therefore, the researcher conducted this study so find out Egyptian people's pronunciation portrait and its implication to speak and learn English.

4. Research Question

- 1- What are the common errors in pronunciation of Egyptian English language speakers?
- 2- What are the strategies that help Egyptian speakers to improve their pronunciation?

5. Research Objective

The main objective of this study is therefore to identify the specific sounds that are commonly mispronounced by Egyptian speakers of English language, and to find out the strategies that might help Egyptian speakers to improve their pronunciation.

6. Literature Review

6.1 The Difference between Mistakes and Errors

Learners should distinguish between errors and mistakes in order to be able to improve and find solutions for their learning problems. According to Bartram and Walton (1991) “Mistakes are caused by the learners not putting into practice something they have learned while errors are caused by the learner trying out something completely new and getting it wrong” (p. 25). Ellis (1997) argued that errors are a reflection of lack of knowledge of the learner, especially when the learner does not know what is correct originally. However, when a learner does not perform a specific task correctly after learning such task or knowing it previously, it is classified as a mistake. According to Ellis, the distinction between errors and mistakes happens when looking holistically at the learners' performance. It is understood that teachers in

the classroom are unable to detect whether an error or a mistake occurs immediately, but it comes with practice on the side of the teacher to detect such differences. Ellis (1997) himself admitted that “a clear distinction between an error and a mistake may not be possible”.

The source of errors could be diverse, emanating from the learners' perception that learning L2 is easier. The notion of universal errors is classified under this perception, such as the learners' omission or over generalization (Ellis 1997, p. 19). Another source of errors is 'transfer', which is defined as the learners' attempt to use their knowledge that comes from their native language.

Bartram and Walton (1991) argued that mistakes are what is linguistically wrong and what a native speaker normally does not produce. Such a view of mistakes creates a confusion for teachers; “How does the teacher know that certain correctness is only produced by a learner and not a native speaker?” one way of detecting a mistake is the intuitive nature of one's mother language, which makes it unlikely that a native speaker would mispronounce a word. However, as Ellis (1997) has stated, with practice, a teacher could reach the state of differentiating between an error and a mistake.

6.2 Mistakes in Sounds

Few studies have discussed the pronunciation among Arab speakers of English. For example, the study of Hassan (2014) on Sudanese students showed that the participants were confused to produce some consonant sounds such as /p/, /θ/, /ð/, /v/ and replaced them with / b s z f/. In addition, vowel sounds were found among Sudan University of Science and Technology (SUST) students in these example “mat” and “mate”.

Researchers such as (Al-Hattami, 2010; Hassan, 2014) summarized the sounds that Arab learners miss-produced correctly /ʃ/ as /f/; /v/ as /f/; /dʒ/ as /ʒ/; /p/ as /b/; /ŋ/ as /n/; /s/ as /θ/. They also highlighted the problem with producing the vowels when learners insert a short vowel to break down the long consonant clusters to pronounce them as in /sɪprɪŋ/ for spring; /wɪʃɪd/ for wished; /ɑ:skɪd/ for asked. In addition, some diphthongs are replaced by other sounds as such as /eə/ → /eɪ/; /ʊə/ → /u:/; /ɪə/ → /ɪ:/; and /əʊ/ → /ɔ:/. Also, the distinction between certain pairs of vowels as in /ɪ/ and /e/; /ʌ/ and /ɒ/; /əʊ/ and /ɔ:/.

Many researchers such as Al Khairy, (2013); Tushyeh (1996); Zimmermann (2004); Carter and Nunan, (2001); O'Connor, (1980) concluded that Arab learners make pronunciation mistakes because Arabic language does not exhibit some phonemes such as /p, b/, /f, v/. /i/ and /e/. In addition, Al-Hattami (2010) adds specific details on the phonetic contradictions between both languages Arabic and English. For example, the phonemes /p/, /c/, /v/ found in English but not in Arabic language, the phoneme /t/ is alveolar in English, but it is dental in Arabic; and /d/ is alveolar in English but it is dental in Arabic. Abulwahab (2015) claimed that it is not necessary that English consonant sounds should be found in Arabic language, such as the sounds /p/, /ŋ/ and /v/, which do not exist in Arabic.

6.3. The Causes of Mispronunciation

In order to be a proficient speaker of a language, it is important to produce the words correctly with paying a great attention to varieties of dialects. A literature review of the causes of mispronunciation could be summarized as follows:

- 1- Poor teaching methods and materials (Alhawsawi, 2013; Al Khairy, 2013; Almutairi, 2015; Fareh, 2010; Gilakjani, 2016; Harmer, 2001; Rabab'ah, 2003; Fraser, 2000)
- 2- Teachers do not focus on teaching pronunciation (Harmer, 2001; Mehawesh & Huwari, 2015; Shaker, 2004).
- 3- Inadequate teaching curricula (Gilakjani, 2016; Al Khairy, 2013).

- 4- Mother tongue influence (Awaj& Mohamed, 2017; Barros, 2003; Hassan, 2014).
- 5- Few opportunities to speak in English (Harmer, 2001; Rabab'ah, 2003).
- 6- Lack of motivation (Al Khairy, 2013).
- 7- Psycholinguistic strategies which used by Arab learners to transfer their knowledge of their mother tongue to English. (Salim and Al-Badawi, 2017).
- 8- Lack of exposure to English (Al Khairy, 2013; Almutairi, 2015; Fareh, 2010).
- 9- The difference between sound system between Arabic and English. (Abdulwahab, 2015).
- 10- EFL teachers are not good enough to teach pronunciation (Al- Dilaimy, 2012).
- 11- Teachers believe that learners cannot learn pronunciation easily (Harmer, 2001).

6.4 Factors that affect pronunciation

Many factors affect the process of learning pronunciation and its improvement. The following factors, according to the researcher belief, are among the most important and crucial factors to be focused on in the context of Arabic speakers, especially Egyptians.

6.4.1. Influence of Spelling on Pronunciation

Both languages "English and Arabic" are different from each other based on their writing systems. Arabic writing system is simple and virtually phonetic. Therefore, Arabic speakers try to speak English within the same phonetic way (Awaj & Mohamed, 2017; Hassan, 2014). Al-Dilaimy (2012) argued that Omani learners have problems in pronouncing words from written text. Hassan (2014) stated that Sudanese students faced difficulties in pronouncing some words from a written text. This difficulty comes from the spelling system, which differs between Arabic and English languages. In Arabic, there is no silent letters as it found in English. Yule (1996) clearly pointed out that some of the English words have letters, which are silent.

6.4.2. Mother Tongue Interference

The influence between L1 and L2 is clearly observed, especially for Arab learners. Many learners use /p/ as /b/, while, others use /s/ for / / and /z/ for /ð/ and /b/ for /v/. For example, A study done by Barros (2003) identified that Arab speakers encounter problems in pronouncing English consonants especially these sound /ŋ/, /p/, /v/, /d/, /l/, /dʒ/, and /r/. The cause of this mispronunciation is that the interference of L1. Moreover, other studies such as (Catford, 1987; Moosa, 1979) have discussed the influence on L2 in learning English. For example, Arab learners have problem in producing these phoneme /p/ and /b/, which is because the phoneme /p/ does not exist in Arabic language.

6.4.3. Sound System Differences between L1 and L2

One of the important factors, creating problem in pronunciation for Arabic speakers is the difference in sound system between Arabic (L1) and English (L2). For example, Arabic learners suffer from these two sounds /θ/ and /ð/ because they do not exist in Arabic language, which means that the organs of speech for the Arab learner are not trained to produce such sounds. Therefore, they replace them with the nearest part which is /s/ and /z/ (Alkhuli, 1983). Such problem can be solved by time, as it needs a regular practice and hard work (Hassan, 2014)

6. Previous Studies

Hassan (2014) discussed the pronunciation problems among students at Sudan University of Science and Technology. The sample of the study was 50 students (first year) of SUST by recording their pronunciation. The researcher administered questionnaire to the university teachers to give their notes on these sounds such as /b/ instead of /p/, /s/ instead of /θ/, /z/ instead of /ð/, /f/ instead of /v/. The results indicate that only 28% are able to pronounce these sounds correctly.

Hago and Khan (2015) discussed the pronunciation problems faced by Saudi EFL students at secondary schools. The sample of the study consisted of two groups: The first group consisted of 60 students from different levels of EL-Ehsan secondary school; their age was ranging from 16-18 years old.

The second group consisted of their teachers. The researchers selected their samples randomly to record some English sounds. The researchers chose words, which can be problematic sounds, in different word positions such as initial, middle, and final position. Then they were put in a meaningful sentence. The researchers then analyzed the recording samples and compared them with an English native speaker. The researchers also chose 30 teachers to be part of this study to record their pronunciation, for which a questionnaire was distributed. The results of the study showed that students mispronounce some English sounds such as /p/ in "park", /ʒ/ in "beige", /tʃ/ in "child". For the sound /p/, more than 85% of the participants faced a problem with this sound. For the sound /ʒ/, more than 80.65% of the participants faced problems pronouncing this sound. For the sound /tʃ/ more than 75.8% of the participants faced problems pronouncing this sound.

The study done Taqi et al. (2018) focused on the realization of English vowels. 46 Kuwaiti participants were included in this study. The researchers used mixed method. The participants read 55 words and 10 sentences. The researchers used focus group interviews in their study. The results of their study revealed that Kuwaiti learners replace the vowels that do not exist in their language, as well as mispronounce the vowels, which also exist in Arabic. In addition, Kuwaiti learners face difficulties in the realization of all five vowels.

The study of (Ababneh, 2018) discussed the errors that Arab students made when they speak in English. The participants of this study were from University of Tabuk, Saudi Arabia. Only female participants from two different departments, which are English, and Arabic departments, which are English and Arabic departments were included in this study. The researcher divided the sample into two different groups. Each group contains 25 participants. Both groups were at their fourth year of study. The researcher used mixed methods as the participants asked to pronounce a set of words and phrases. The researchers then identified and classified the English pronunciation errors. The findings of this study revealed that students mispronounced some English sounds, which do not exist in Arabic. Both groups encounter problems with vowel insertion, orthography, stress, intonation, errors. Because group 1, "English students" have more training in English language than group 2 "Arabic students", they made fewer errors. The participants in both groups made some errors on these sounds:

- 1- /p/ and /b/ phonemes. As half of the students on group 1 made such problem.
- 2- /f/ and /v/ phonemes. Students used /f/ instead of /v/ sound.
- 3- /ch/ and /k/ phonemes. Students used /ch/ instead of /k/ in a word like "Christian" and "Character"
- 4- /ʃ/ and /ch/ phonemes.
- 5- Missing the /r/ phoneme.
- 6- Replacing the /g/ sound with the /ʒ/ phoneme.
- 7- Used /ɪg/ sound instead of the /dʒ/ sound in the word "village".
- 8- Replacing the /e/ sound with the /i/ sound
- 9- Replacing these vowel sounds /ie/, /ae/; /i/ with /ɛ, ai, ei, ai/
- 10- Replacing the /a/ sound with the /e, ɛ, æ/.

Hassan (2014) conducted a study on Sudanese students to investigate the problems they face in English language pronunciation. The participants of the study were 50 students from University of Sudan of Science and Technology (SUST), as well as 30 teachers from the same university. The researcher observed the participants, record, and used a questionnaire. The findings of the study showed that shown that Sudanese students encounter problems in producing both "vowel and consonant" sounds such as producing /z/ instead of /ð/, /s/ instead of /θ/, /b/ instead of /p/, /ʃ/ instead of /tʃ/.

Salim & Al-Badawi (2017) conducted a study to explore the sounds that Jordanian students at Zarqa University in Jordan made when they speak in English. The participants of the study consisted of 36 speakers of Arabic divided into two groups, one experimental and another control group. Each group

contained 18 students. The study followed the quasi-experimental methodology to collect and analyze the data. The study used pre-test and posttest as tools to collect data. The students were given training after the pretest for a period of 50 minutes sessions three times a week; the total period of the experiment was four weeks. The result of the study found a significant improvement in the pronunciation of the experimental group due the training they received. The improvement in pronunciation occurred in sounds pairs of such as /tʃ//ʃ/ and /dʒ//ʒ/.

Alfehaid (2015) conducted an investigation into the literature to detect the pronunciation problems among Arab speakers who learn English. His conclusion showed that among these problems are in sounds such as /p/ and /b/, which is considered the commonest problem. Another problem is found in sounds such as /v/ and /f/, /θ/ and /ð/ (Egyptian th + the), /tʃ/ and /dʒ/, and the Flap /s/ and /d/. He concluded that almost all Arab speakers face difficulties in producing these sounds. He also concluded that Arab speakers must be made aware of these problems to avoid when learning English language.

7. Research Methodology

7.1. Research Design

This study used the qualitative approach to enable the researcher to understand the pronunciation mistakes as pronounced by the Egyptian speakers of English language. Creswell (2012, p.46) defines a qualitative research as "a type of educational research in which the researcher relies on the views of participants, asks broad, general questions, collects data consisting largely of words (or text) from participants, describes and analyzes these words for themes, and conducts the inquiry in a subjective, biased manner".

The qualitative approach design was used in this study because of the following reasons: First, to show the difficulties in pronunciation by comparing Egyptian speakers with RP. Second, qualitative research tries to determine the environments that caused these mistakes in pronunciation. Lastly, qualitative research "study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them" (Creswell, 2012, p.2). This study focused on Egyptian local people who are speaking English in relation with pronunciation mistakes in Egypt.

7.2. Participants

The participants of this study consisted of Egyptian local speakers of English in Egypt. The researcher selected five videos recording randomly to achieve the objectives of the study. The researcher reached the data saturation on five videos as what Creswell (2008) states that the sample in qualitative studies is varied from one to another. Purposive sampling is used in this study. It's noteworthy stating that none of the studies on pronunciation considered gender as a factor in pronunciation learning. That's why the researcher has chosen only female Egyptian speakers of English.

7.3. Data Collection

In qualitative research, the researcher is the primary instrument for gathering and analyzing the data. The instruments used for collecting the data in this study were observation and videos to uncover and describe the samples. The data collected were analyzed both statistically and descriptively. In this study, the researcher himself conducted the observation. During the observation, the researcher gave some attention to the pronunciation with the samples.

In this study, the researcher relied on watching five videos containing some Egyptian people who are speaking in English, and they have some pronunciation mistakes. The researcher analyzed the videos as the following:

1. Video duration is 1:56, shows a female who was sending a message to the Minister of education in Egypt about the difficulty of curricula, and that some of the curricula are not useful.
2. Video duration is 2:07, shows a female who was sending a message for Obama telling him that the Islamic countries like Egypt do not need any help from America, and she was warning him to not

interfere in Egypt.

3. Video duration is 1:16, shows a female that was telling a story about homeless children, and she was telling her experience with other children in the childhood.
4. Video duration is 2:16, shows a female that was sending a message to Trump, and she was threatening him from Arab people and he should be careful from Arab anger.
5. Video duration is 1:28, shows a female who was teaching her sister the pronunciation and the grammar of English.

7.4. Data Analysis

During the phase of data analysis, the videos were analyzed for mispronounced sounds based on the categorization of the English sounds system. When error analysis was performed, each sample of videos was listened to and analyzed by the researcher to confirm the mispronounced sounds. Once the mispronounced sounds were confirmed, they were transcribed phonemically. The analyzed data are quantified to illustrate the pronunciation errors; data was by writing the mistakes that occurred in each video with its transcription.

8. Results and Discussion

The research questions of this study were: What are the common errors in pronunciation of Egyptian English language speakers? And, what are the strategies that help Egyptian speakers to improve their pronunciation? The researcher observed the videos and then provided a detailed analysis. The mistakes which were found in the videos are compared with RP. At the end of this process, the mistakes were written on a paper and then analyzed statistically and descriptively. The below description showed that the samples had considerable difficulty in pronouncing correctly, according to (IPA) in various different positions of English consonant and vowel sounds.

Video (1) shows these mistake: pronouncing "sings" instead of "things" /θɪŋ/, "sis" instead of "this" /ðɪs/, "faze" instead of "face" /feɪs/, "sree" instead of "three" /θri/.

Video (2) shows these mistakes: pronouncing "za" instead of "the" /ðə/, "Brazerz" instead of "Brothers" /brədərz/, "pleaze" instead of "please" /pli:z/, "stoob" instead of "stoop" /stu:p/

Video (3) shows these mistakes: pronouncing "shildren" instead of "children" /tʃɪldrən/, "za" instead of "the" /ði:/, "ships" instead of "chips" /tʃɪps/, "zem" instead of "them" /ðɛm/.

Video (4) shows these mistakes: pronouncing "wiz" instead of "with" /wɪð/, "co" instead of "go" /gəʊ/, "azar" instead of "other" /ədə/, "zes" instead of "this" /ðɪs/.

Video (5) shows these mistakes: pronouncing "bronunkation" instead of "pronunciation" /prə,nʌnsi'eɪʃən/, "eatching" instead of "eating" /i:tiŋ/.

Table 2 explains the mistakes that Egyptian people made:

Table 3 Examples of the mispronunciation

Sounds	mispronunciation	Correct pronunciation
/p/	"Boor", "Bractice", and "Sbots" "Blease", "Stob", "Habben" and "Sebtember" "Blay", and "Bark" "sleebing"	"Poor", "practice", and "spots". "Please", "Stop", "Happen", and "September". "Play" and "Park". "sleeping"
/ð/	"za" and "zey" "za", and "brozerhood", "wiz", "mozer", "ozers", and "zem" "ozer" and "zes"	"the" and "they". "the" and "brotherhood". "with", "mother" "other" and "them" "other" and "this"
/θ/	sree" and "sing" "sink", "sank" and "sing"	"three" and "thing" "think", "thank" and "thing"
/z/	"physics" and "closet"	"phyzics" and "clozet".
/tʃ/	"shocolate" and "ships"	"chocolate" and "chips".
/v/	"filla" and "fery" "solf"	"villa" and "very". "solve".
/ɒ/	"nut"	"not"
/t/	"eatching" instead of	"eating".

1. Video (1) shows pronunciation mistakes in these articulations:

/p/: pronouncing these words "Boor", "Bractice", and "Sbots" instead of "Poor", "practice", and "spots".

Transcription respectively: /pʊə/, /præktɪs/, and /spɒt/.

/ð/: pronouncing these words "za" and "zey" instead of "the" and "they".

Transcription respectively: /ði:/ and /ðei/.

./θ/: pronouncing these words "sree" and "sing" instead of "three" and "thing"

Transcription respectively: /θri:/ and /θɪŋ/.

/z/: pronouncing these words "physics" and "closet" instead of "phyzics" and "clozet".

Transcription respectively: /fɪzɪks/ and /klɒzɪt/.

2. Video (2) shows pronunciation mistakes in these articulations:

/p/: pronouncing these words "Blease", "Stob", "Habben" and "Sebtember" instead of "Please", "Stop", "Happen", and "September".

Transcription respectively: /pli:z/, /stɒp/, /hæpən/, and /sɛpˈtɛmbə/.

/ð/: pronouncing these words "za", and "brozerhood", instead of "the" and "brotherhood".

Transcription respectively: /ði:/ and /brʌðəhʊd/.

3. Video (3) shows pronunciation mistakes in these articulations:

/p/: pronouncing these words "Blay", and "Bark" instead of "Play" and "Park".

Transcription respectively: /plai/ and /pɑ:k/.

/ð/: pronouncing these words "wiz", "za", "mozer", "ozers", and "zem" instead of "with", "the", "mother"

"other" and "them".

Transcription respectively: /wɪð/, /ði:/, /ˈmʌðə/, /ˈʌðə/, and /ðɛm/.

/tʃ/: pronouncing these words "shocolate" and "ships" instead of "chocolate" and "chips".

Transcription respectively: /ˈtʃɒkəlɪt/ and /tʃɪp/.

/v/: pronouncing these words "filla" and "fery" instead of "villa" and "very".

Transcription respectively: /ˈvɪlə/ and /ˈvɛrɪ/.

4. Video (4) shows pronunciation mistakes in these articulations:

/p/: pronouncing "sleebing" instead of "sleeping"

Transcription: /ˈsli:pɪŋ/.

/ɒ/: pronouncing "nut" instead of "not"

Transcription: /nɒt/.

/t/: pronouncing "eatching" instead of "eating". Transcription: /ˈi:tɪŋ/.

5. Video (5) shows pronunciation mistakes in these articulations:

/:/: pronouncing these words "sink", "sank" and "sing" instead of "think", "thank" and "thing"/

Transcription respectively: /θɪŋk/, /θæŋk/, and /θɪŋ/.

/ð/: pronouncing these words "ozer" and "zes", instead of "other" and "this".

Transcription respectively: /ˈʌðə/ and /ðɪs/.

/v/: pronouncing "solf" instead of "solve". Transcription: /sɒlv/.

/tʃ/: pronouncing "Frensh" instead of "French". Transcription: /frɛntʃ/.

The above analysis showed some mistakes in pronouncing these sounds /p/, /tʃ/, /t/, /v/, /ð/, /θ/, /z/ and the vowel sound /ɒ/. For example, pronouncing "Blay" instead of "Play", "share" instead of "Chair", "Eatching" instead of "Eating", "Fery" instead of "Very", "za" instead of "the", "sink" instead of "Think", "Closet" instead of "Clozet" and "Nut" instead of "Not". One reason behind such problem is that Arabic language does not have some phoneme such as /p/, and /tʃ/.

All the participants in this study have a problem with the phoneme /p/; they could not pronounce it correctly in all positions. This was evidenced by other researchers such as Hassan (2014), who stated that very few EFL learners could produce this sound. His participants were from Sudanese students as Sudan is very closed to Egypt and they share the same accent, and culture.

Moreover, the results of this study agree with the study of Alfehaid (2015). His findings pointed out that the most common problems faced by Egyptian speakers while learning English are in pronouncing /θ/ and /ð/. In this study, the first sound that caused problems for the samples was the sound /ð/ in initial position, e.g. the word "the" /ði:/, which was pronounced by the samples as /z/.

/tʃ/ sound is among the most difficult sounds to pronounce by Egyptian people. According to this study, the samples displays that it is difficult for them to produce this sound in such a good way. One of the samples pronounces /tʃ/ as /ʃ/, when it appears in the initial or final position. For instance, pronouncing "french" as /frɛnʃ/. This is also in line with the results of Alfehaid (2015), which indicated that there was a problem encountering Arabic speakers in the sound /tʃ/, e.g pronouncing "chair" as /ʃɛə/.

The second part of the main research questions is related to the strategies that might help Egyptian people to improve their pronunciation. The researcher suggests some strategies, as it is below. Students need more practice to speak in English and more reading and listening to English texts. In addition, to develop Egyptian people' oral communication skills, there is a need for English language native teachers, adopting communicative method of teaching and modification of English language textbooks at all levels of education.

Listening to various videos is important in improving the Standard English pronunciation for all EFL learners. This study showed that Egyptian people have problems in producing consonant sounds correctly. Therefore, they need to listen more and focus on the nature of English consonants sounds. The

researcher suggested for them to watch some English programs on TV, radio or visual media, such as BBC, CNN English channels.

It is important to know how to pronounce English words in order to be a good speaker. From the researcher's point of view, there are some suggested steps that might help to improve pronunciation:

First, listening is an important step before a person can speak, so learn to listen. If you can recognize the differences by listening, so you will be able to deliver the differences as well. Second, you should know what your mouth is doing when you speak, so you need to look to your mouth and lips when they are moved. Third, you need to use some excellent videos and audio guide to improve your pronunciation in English. Finally, you need to record to yourself. It is better to use a camera while you record a speech because it is important to see yourself when you practice speaking in English. This study aims to find the problematic sounds and the factors that help the Egyptian people to improve their pronunciation.

Researchers showed some strategies or methods that EFL learners can use to improve their pronunciation. A literature review of the methods of mispronunciation could be summarized as follows, some of these strategies are:

- 1- Repeating the sounds (Cook, 1996)
- 2- Learners need to practice more to produce sounds correctly (Shahzada, 2012).
- 3- Teachers should speak slowly and clearly (Bradley-Bennett, 2007; Kolokdaragh, 2010; Shahzada, 2012).
- 4- Teachers should give appropriate material for his/her students based on their need (Kolokdaragh, 2010; Shahzada, 2012).
- 5- Using computer programs inside the classroom (Kolokdaragh, 2010).
- 6- Teachers should incorporate pronunciation with other language activates (Kolokdaragh, 2010).
- 7- Giving the learners feedback on their pronunciation. (Thanasoulas, 2002).

8. Summary

The purpose of this study was to identify the common pronunciation mistakes among Egyptian speakers of English and to provide suggestions to improve their pronunciation. A qualitative method was used in this study, where 5 videos by Egyptian people speaking English were watched in order to find out the common mistakes in their pronunciation. Observation was done to collect the data. The findings of this study showed that Egyptian people suffered in pronouncing some of the consonant and vowel sounds. The study provided suggested strategies in order to help Egyptian speakers in improving their pronunciation.

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